



LANDAU  
FORTE  
ACADEMY  
AMINGTON

<b>Policy Name</b>	<b>RSE (Relationships and Sex Education) Policy</b>
<b>Policy Number</b>	<b>AMN057</b>
<b>Date of Issue</b>	<b>July 2024</b>
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<b>Reviewed by</b>	<b>D Hellyer</b>
<b>Date of next Review</b>	<b>September 2025</b>

## 1. Introduction and Rationale

Landau Forte Academy Amington is dedicated to delivering a comprehensive and inclusive Relationships and Sex Education (RSE) programme. This policy ensures that students receive age-appropriate information to make informed decisions about their health, wellbeing, and relationships both online and offline. Our vision for RSE is based on respect, inclusivity, and empowerment, fostering equality, and promoting mental, emotional, and physical wellbeing.

## 2. Policy Aims

The aims of the RSE policy and RSE delivered through Character Education (PSHE) at Landau Forte Academy are to:

- Provide a framework for sensitive discussions.
- Enable students to acquire knowledge and understanding of RSE.
- Promote positive attitudes and values towards RSE and develop personal and social skills.
- Prepare students for puberty and understanding sexual development and hygiene.
- Help students develop self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

## 3. Definitions

**Relationships Education:** Focuses on building positive relationships with family members, friends, and peers, emphasizing respect, love, and care.

**Sex Education:** Concentrates on human reproduction, sexual health, and intimacy delivered appropriately for the students' age and maturity.

## 4. Curriculum Design and Overview

The RSE curriculum has been designed using PSHE Association's thematic framework, taking into account the three themes: Health and Wellbeing, Relationships and Sex Education. This thematic approach fosters a profound understanding of diverse issues impacting both personal lives and communities. The curriculum map provides more details about what we teach for each year group, including the long term plan (Appendix 1) and medium term plan (Appendix 2).

The RSE curriculum integrated within our PSHE education provision is inclusive, age-appropriate, and relevant. It covers:

- Emotional and physical development
- Healthy relationships and consent
- Online safety and digital literacy
- Sexual health and contraception
- Diversity and respect for different types of relationships

## 5. Curriculum Integration

RSE is integrated within the Character Education (PSHE) curriculum with biological aspects taught in the Science curriculum. Our staff undergo continuous professional development to ensure a unified approach to methodology and handling controversial topics.

## 6. Statutory Requirements

As a secondary academy school, we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance

issued by the Secretary of State as outlined in section 403 of the Education Act 1996. Since September 2020, all schools must provide an RSE curriculum for their students.

## 7. Parental Engagement

Parents and carers are informed about the RSE policy through:

- Regular updates via the school website and newsletters.
- Consultation meetings and feedback opportunities.
- Access to RSE lesson materials upon request.
- Workshops and information sessions to understand the RSE content and its delivery.

**Parents' Right to Withdraw:** Parents may withdraw their child from non-statutory sex education (excluding the National Curriculum for Science) up to three terms before the child's 16th birthday. Requests must be submitted in writing using the form in Appendix 3 of this policy and addressed to the Principal. The school will then discuss the request with the parents, place a copy of the withdrawal request in the student's educational record, and provide alternative work for the withdrawn student. There is no right to withdraw from Relationships Education at the secondary level.

## 8. Implementation and Delivery (See appendix 1 and 2)

RSE is delivered to mixed-gender groups with provisions made for SEND students. Teaching is differentiated and personalized, reflecting the context of family life without stigmatizing different family structures.

Landau Forte Academy Amington is committed to providing RSE that is age-appropriate and suitable for all students regardless of their ability, gender, sexual orientation, or cultural, ethnic, or religious background. The curriculum is designed to incorporate diverse viewpoints and is periodically reviewed using specific metrics to ensure cultural relevance and sensitivity.

To further enhance our instructional strategies, we have adopted resources from 'The Talk.' 'The Talk' provides an innovative approach to PSHE education, simplifying the learning process for students. Their resources are designed to equip students with essential life skills while comprehensively addressing all statutory PSHE topics. By incorporating expertise from various fields, 'The Talk' ensures that students receive a well-rounded PSHE education. This standardized approach guarantees consistent quality in PSHE instruction throughout our institution.

**Inclusion of LGBTQ+ Perspectives:** We explicitly integrate LGBTQ+ viewpoints and offer regular cultural awareness training for our staff. We engage with the local community for guidance to ensure the curriculum is inclusive and respectful of all cultural and religious perspectives.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The personal development department will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 9. Assessment and Evaluation

The effectiveness of the RSE program is reviewed through regular evaluations of all units of work using both qualitative and quantitative methods, including surveys, focus groups, and academic assessments. Class teachers monitor students' development in RSE as part of our internal assessment systems and through formative and summative multiple-choice question assessments.

The delivery of RSE is monitored by the RSE Lead through learning walks, lesson observations, and student surveys to ascertain the level of knowledge and understanding the students have gained. Students' development in RSE is monitored by class teachers as part of our internal assessment systems. The policy is reviewed annually by the RSE Lead.

## 10. Roles and Responsibilities

**The Governing Body** approves the RSE policy and holds the Principal accountable for its implementation.

**The Principal** ensures consistent RSE teaching across the school.

**Staff responsibilities include:**

- Delivering PSHE sensitively and effectively.

- Modelling positive attitudes.
- Monitoring student progress and responding to individual needs.

**Regarding student engagement:**

- Students are expected to fully engage in RSE Education lessons and treat peers with respect and sensitivity.

**Administratively:**

- The Associate Assistant Principal for Personal Development (Lindsay Amos) oversees delivery of PSHE.
- The Head of PSHE (David Hellyer) coordinates the policy, curriculum and teacher training.
- Teaching staff implement the curriculum sensitively and effectively, supported by ongoing professional development.

**11. Confidentiality and Safe Practice**

We ensure a safe, supportive, and safeguarding-focused learning environment for RSE. This includes maintaining confidentiality and sensitivity when handling safeguarding issues, ensuring that students feel safe and supported.

**Robust Safeguarding Measures:**

- Ensure all staff are trained in safeguarding protocols and understand how to identify and respond to signs of abuse or neglect.
- Create clear reporting procedures for any safeguarding concerns raised by students or observed by staff during RSE lessons.
- Establishing clear and inclusive ground rules collaboratively with students and regularly reviewing them.

**Effective Distancing Techniques:**

- Employ case studies, role-playing, and third-person scenarios to discuss sensitive issues while protecting students' emotional safety.
- Facilitate anonymous questioning through multiple avenues like a question box or online platforms.

**12. Links with Other Policies**

This policy takes into account the Relationships Education, Relationships and Sex Education (RSE), and Health Education Guidance document published by the DFE, the Academy's Child Protection and Safeguarding Policy, and the Equal Opportunities Policy.

**13. Consultation and Review**

This policy was developed in consultation with staff, students, parents, and stakeholders involving:

- Review of relevant national and local guidance.
- Consultation with staff, stakeholders, and students.
- Ratification by the governing body.

The policy will be reviewed annually by the PSHE/RSE Lead.

**14. Adaptability for Future Planning**

Our approach aims to deliver an RSE program that respects and celebrates the cultural and religious diversity of our school community. We regularly gather and act on feedback from students and adjust the curriculum and teaching strategies based on this feedback to ensure the RSE program remains relevant and effective.

**15) Policy Intended Audience**

This policy is intended for the entire Landau Forte Academy Amington community, including students, parents, staff, visiting professionals and stakeholders, ensuring that everyone is informed and engaged with the RSE programme.



**Appendix 1: Long term overview of a thematic approach to RSE (Delivered through Character Education)**

	<b>Autumn 1</b> Health & wellbeing	<b>Spring 3</b> Relationships	<b>Spring 4</b> Health & wellbeing	<b>Summer 5</b> Relationships
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

## Appendix 2: - Middle Term Overview of PSHE Curriculum:

This Appendix references the PSHE Association Program of Study (PoS)

<https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

### Year 7 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/
Autumn 1 Health & wellbeing	<p><b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid</p> <p><b>PoS refs: H1, H2, H30, H33, R13, L1, L2</b></p>	<ul style="list-style-type: none"> <li>how to identify, express and manage their emotions in a constructive way</li> <li>how to manage the challenges of moving to a new school</li> <li>how to establish and manage friendships</li> <li>how to improve study skills</li> <li>how to identify personal strengths and areas for development</li> <li>personal safety strategies and travel safety, e.g. road, rail and water</li> <li>how to respond in an emergency situation</li> <li>basic first aid</li> </ul>	<p><b>1. Transition to Secondary School (2 Lessons)</b></p> <ul style="list-style-type: none"> <li><b>Lesson 1:</b> Introduction to secondary school – expectations, new routines, navigating new environments.</li> <li><b>Lesson 2:</b> Personal safety in and outside school – understanding school rules, safety on school grounds, and traveling to and from school.</li> </ul> <p><b>2. Personal Safety: First Aid (1 Lesson)</b></p> <ul style="list-style-type: none"> <li><b>Lesson 3:</b> Basic first aid skills – CPR, wounds management, emergency response.</li> </ul>
Spring 1 Relationships	<p><b>Diversity</b> Diversity, prejudice, and bullying</p> <p><b>PoS refs: R3, R38, R39, R40, R41</b></p>	<ul style="list-style-type: none"> <li>about identity, rights and responsibilities</li> <li>about living in a diverse society</li> <li>how to challenge prejudice, stereotypes and discrimination</li> <li>the signs and effects of all types of bullying, including online</li> <li>how to respond to bullying of any kind, including online</li> <li>how to support others</li> </ul>	<p><b>4. Diversity and Anti-Bullying (3 Lessons)</b></p> <ul style="list-style-type: none"> <li><b>Lesson 7:</b> Understanding diversity – cultural, ethnic, and gender differences.</li> <li><b>Lesson 8:</b> Addressing prejudice – recognizing bias and stereotypes, promoting inclusivity.</li> <li><b>Lesson 9:</b> Bullying – identifying bullying, strategies for prevention and response, support systems.</li> </ul>
Spring 2 Health & wellbeing	<p><b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<ul style="list-style-type: none"> <li>how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>how to manage influences relating to caffeine, smoking</li> </ul>	<p><b>5. Health and Puberty (4 Lessons)</b></p> <ul style="list-style-type: none"> <li><b>Lesson 10:</b> Healthy routines – nutrition, exercise, and sleep.</li> <li><b>Lesson 11:</b> Influences on health</li> </ul>

	<b>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</b>	<ul style="list-style-type: none"> <li>and alcohol</li> <li>how to manage physical and emotional changes during puberty</li> <li>about personal hygiene</li> <li>how to recognise and respond to inappropriate and unwanted contact</li> <li>about FGM and how to access help and support</li> </ul>	<ul style="list-style-type: none"> <li>– media, peer pressure, and family.</li> <li><b>Lesson 12:</b> Puberty – physical and emotional changes, hygiene management.</li> <li><b>Lesson 13:</b> Unwanted contact and FGM – understanding consent, rights to personal safety, legal aspects.</li> </ul>
<b>Summer 1 Relationships</b>	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries  <b>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</b>	<ul style="list-style-type: none"> <li>how to develop self-worth and self-efficacy</li> <li>about qualities and behaviors relating to different types of positive relationships</li> <li>how to recognise unhealthy relationships</li> <li>how to recognise and challenge media stereotypes</li> <li>how to evaluate expectations for romantic relationships</li> <li>about consent, and how to seek and assertively communicate consent</li> </ul>	<b>6. Building Relationships (3 Lessons)</b> <ul style="list-style-type: none"> <li><b>Lesson 14:</b> Self-worth and identity – self-esteem building, personal strengths and weaknesses.</li> <li><b>Lesson 15:</b> Romance and friendships – healthy relationships, the role of trust and respect.</li> <li><b>Lesson 16:</b> Relationship boundaries – setting and respecting boundaries, both offline and online.</li> </ul>

### Year 8 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/
<b>Autumn 1</b> Health & wellbeing	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use  <b>PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</b>	<ul style="list-style-type: none"> <li>about medicinal and reactional drugs</li> <li>about the over-consumption of energy drinks</li> <li>about the relationship between habit and dependence</li> <li>how to use over the counter and prescription medications safely</li> <li>how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>how to manage influences in relation</li> </ul>	<b>Drugs and Alcohol (3 Lessons)</b> <ul style="list-style-type: none"> <li><b>Lesson 1:</b> Understanding Alcohol – Effects on the body and mind, social and legal implications.</li> <li><b>Lesson 2:</b> Drug Misuse – Types of drugs, their effects, and health risks.</li> <li><b>Lesson 3:</b> Pressures and Decisions – Peer pressure, making informed choices, and seeking help.</li> </ul>



		<ul style="list-style-type: none"> <li>to substance use</li> <li>how to recognise and promote positive social norms and attitudes</li> </ul>	
<b>Spring 1 Relationships</b>	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia  <b>PoS refs: R39, R40, R41, R3, R4, R42, R43</b>	<ul style="list-style-type: none"> <li>how to manage influences on beliefs and decisions</li> <li>about group-think and persuasion</li> <li>how to develop self-worth and confidence</li> <li>about gender identity, transphobia and gender-based discrimination</li> <li>how to recognise and challenge homophobia and biphobia</li> <li>how to recognise and challenge racism and religious discrimination</li> </ul>	<b>3. Discrimination (4 Lessons)</b> <ul style="list-style-type: none"> <li><b>Lesson 7:</b> Racism and Religious Discrimination – Understanding prejudice, its effects, and how to combat it.</li> <li><b>Lesson 8:</b> Disability Discrimination – Awareness about disabilities and promoting inclusivity.</li> <li><b>Lesson 9:</b> Gender Discrimination and Sexism – Addressing stereotypes and promoting gender equality.</li> <li><b>Lesson 10:</b> Combating Homophobia, Biphobia, and Transphobia – Respect and rights for all, regardless of sexual orientation or gender identity.</li> </ul>
<b>Spring 2 Health &amp; wellbeing</b>	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies  <b>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</b>	<ul style="list-style-type: none"> <li>about attitudes towards mental health</li> <li>how to challenge myths and stigma</li> <li>about daily wellbeing</li> <li>how to manage emotions</li> <li>how to develop digital resilience</li> <li>about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>about healthy coping strategies</li> </ul>	<b>4. Emotional Wellbeing (3 Lessons)</b> <ul style="list-style-type: none"> <li><b>Lesson 11:</b> Introduction to Mental Health – Common mental health issues and their impacts.</li> <li><b>Lesson 12:</b> Coping Strategies – Techniques to manage stress, anxiety, and depression.</li> <li><b>Lesson 13:</b> Body Image – Media influences, self-esteem, and positive body perception.</li> </ul>
<b>Summer 1 Relationships</b>	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an	<ul style="list-style-type: none"> <li>the qualities of positive, healthy relationships</li> <li>how to demonstrate positive behaviours in healthy</li> </ul>	<b>5. Identity and Relationships (3 Lessons)</b> <ul style="list-style-type: none"> <li><b>Lesson 14:</b> Exploring Gender Identity and Sexual Orientation –</li> </ul>

	<p>introduction to contraception</p> <p><b>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</b></p>	<ul style="list-style-type: none"> <li>relationships about gender identity and sexual orientation</li> <li>about forming new partnerships and developing relationships</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> <li>how to effectively communicate about consent in relationships</li> <li>about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>about basic forms of contraception, e.g. condom and pill</li> </ul>	<p>Understanding different identities.</p> <ul style="list-style-type: none"> <li><b>Lesson 15:</b> Relationships and Consent – What consent means and its importance.</li> <li><b>Lesson 16:</b> Risks and Responsibilities – 'Sexting', contraception, and safe practices.</li> </ul>
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## Year 9 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/
<b>Autumn 1</b> Health & wellbeing	<p><b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p><b>PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</b></p>	<ul style="list-style-type: none"> <li>how to distinguish between healthy and unhealthy friendships</li> <li>how to assess risk and manage influences, including online</li> <li>about 'group think' and how it affects behaviour</li> <li>how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>to manage risk in relation to gangs</li> <li>about the legal and physical risks of carrying a knife</li> <li>about positive social norms in relation to drug and alcohol use</li> <li>about legal and health risks in relation to drug and alcohol use, including addiction</li> </ul>	<p><b>1. Peer Influence, Substance Use, and Gangs (4 Lessons)</b></p> <ul style="list-style-type: none"> <li><b>Lesson 1:</b> Peer Influence – Identifying positive and negative influences and developing assertiveness.</li> <li><b>Lesson 2:</b> Substance Misuse – Understanding different substances, their effects, and legal consequences.</li> <li><b>Lesson 3:</b> Healthy vs. Unhealthy Friendships – Characteristics of both and how to manage toxic relationships.</li> <li><b>Lesson 4:</b> Gang Exploitation Awareness – Recognizing signs, prevention strategies, and</li> </ul>

		and dependence	seeking help.
<b>Spring 1 Relationships</b>	<p><b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p><b>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</b></p>	<ul style="list-style-type: none"> <li>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>about conflict and its causes in different contexts, e.g. with family and friends</li> <li>conflict resolution strategies</li> <li>how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>how to access support services</li> </ul>	<p><b>3. Respectful Relationships (4 Lessons)</b></p> <ul style="list-style-type: none"> <li><b>Lesson 8:</b> Understanding Families and Parenting – Different family structures and parenting styles.</li> <li><b>Lesson 9:</b> Building Healthy Relationships – Key components of respect, trust, and support.</li> <li><b>Lesson 10:</b> Conflict Resolution – Techniques for resolving disagreements in healthy ways.</li> <li><b>Lesson 11:</b> Navigating Relationship Changes – Dealing with breakups, changes in family dynamics, and other transitions.</li> </ul>
<b>Spring 2 Health and Wellbeing</b>	<p><b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p><b>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</b></p>	<ul style="list-style-type: none"> <li>about the relationship between physical and mental health</li> <li>about balancing work, leisure, exercise and sleep</li> <li>how to make informed healthy eating choices</li> <li>how to manage influences on body image</li> <li>to make independent health choices</li> <li>to take increased responsibility for physical health, including testicular self-examination</li> </ul>	<p><b>4. Healthy Lifestyle (3 Lessons)</b></p> <ul style="list-style-type: none"> <li><b>Lesson 12:</b> Importance of Diet and Exercise – Nutritional basics, benefits of physical activity.</li> <li><b>Lesson 13:</b> Lifestyle Balance – Managing time between school, personal life, and health.</li> <li><b>Lesson 14:</b> First Aid Basics – Practical skills in handling common emergencies.</li> </ul>
<b>Summer 1 Relationships</b>	<p><b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<ul style="list-style-type: none"> <li>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>about myths and misconceptions relating to consent</li> <li>about the continuous right to withdraw</li> </ul>	<p><b>5. Intimate Relationships (3 Lessons)</b></p> <ul style="list-style-type: none"> <li><b>Lesson 15:</b> Foundations of Sex Education – Consent, contraception, and healthy sexual behaviour.</li> <li><b>Lesson 16:</b> Risks of</li> </ul>

	<p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<p>consent and capacity to consent</p> <ul style="list-style-type: none"> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>	<p>STIs – Prevention, symptoms, and the importance of medical check-ups.</p> <ul style="list-style-type: none"> <li>• <b>Lesson 17:</b> Attitudes towards Pornography – Understanding impacts on perceptions and expectations in relationships.</li> </ul>
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### Year 10 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/
<p><b>Autumn 1</b> Health &amp; wellbeing</p>	<p><b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>PoS refs: H2, H5, H6, H7, H8, H9, H10</p>	<ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>	<p><b>1. Mental Health (4 Lessons)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Understanding Mental Health and Ill Health – Definitions, common conditions, symptoms, and treatments.</li> <li>• <b>Lesson 2:</b> Stigma and Mental Health – How stigma affects perception and treatment, ways to combat stigma.</li> <li>• <b>Lesson 3:</b> Safeguarding Mental Health – Strategies for maintaining mental health, including during transitions.</li> <li>• <b>Lesson 4:</b> Support Systems – Recognizing when help is needed and accessing mental health resources.</li> </ul>
<p><b>Spring 1</b> Relationships</p>	<p><b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including</p>	<ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about myths,</li> </ul>	<p><b>3. Healthy Relationships (3 Lessons)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 8:</b> Foundations of Healthy</li> </ul>

	<p>the impact of the media and pornography</p> <p><b>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</b></p>	<p>assumptions, misconceptions and social norms about sex, gender and relationships</p> <ul style="list-style-type: none"> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• about asexuality, abstinence and celibacy</li> </ul>	<p>Relationships – Communication, respect, and trust.</p> <ul style="list-style-type: none"> <li>• <b>Lesson 9:</b> Sex Expectations and Myths – Discussing myths, realities, and the role of mutual consent.</li> <li>• <b>Lesson 10:</b> Media Influence on Relationships – How media and pornography can shape and distort relationship expectations.</li> </ul>
<p><b>Spring 2</b></p> <p>Health &amp; wellbeing</p>	<p><b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media</p> <p><b>PoS refs: H19, H20, H21, R20, R35, R36, R37</b></p>	<ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media's impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer</li> </ul>	<p><b>4. Exploring Influence (3 Lessons)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 11:</b> Influence of Drugs and Gangs – Recognizing and resisting pressures, understanding consequences.</li> <li>• <b>Lesson 12:</b> Role Models and Media Impact – Identifying positive influences and critical media consumption.</li> <li>• <b>Lesson 13:</b> Making Positive Choices – Empowering students to make informed decisions in life.</li> </ul>

		<p>influence in increasingly independent scenarios, in relation to substances, gangs and crime</p> <ul style="list-style-type: none"> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul>	
<p><b>Summer 1 Relationships</b></p>	<p><b>Addressing extremism and radicalisation</b> Community cohesion and challenging extremism</p> <p><b>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</b></p>	<ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>	<p><b>5. Addressing Extremism and Radicalisation (3 Lessons)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 14:</b> Understanding Extremism – What it is, how it manifests in society.</li> <li>• <b>Lesson 15:</b> Communities and Belonging – The importance of inclusive communities in combating extremism.</li> <li>• <b>Lesson 16:</b> Challenging Extremism – Strategies to recognize and respond to radicalization influences.</li> </ul>

### Year 11 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/
<p><b>Autumn 1 Health &amp; wellbeing</b></p>	<p><b>Building for the future</b> Self-efficacy, stress management, and future opportunities</p> <p><b>PoS refs: H2, H3, H4, H8, H12, L22</b></p>	<ul style="list-style-type: none"> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to maintain a healthy self-concept</li> </ul>	<p><b>1. Building for the Future (3 Lessons)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Self-Efficacy – Developing confidence in one's abilities and understanding the growth mindset.</li> <li>• <b>Lesson 2:</b> Stress Management – Techniques for managing stress and maintaining mental</li> </ul>

		<ul style="list-style-type: none"> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• about positive and safe ways to create content online and the opportunities this offers how to balance time online</li> </ul>	<p>health.</p> <ul style="list-style-type: none"> <li>• <b>Lesson 3:</b> Future Opportunities – Exploring future educational and career opportunities, including vocational and academic paths.</li> </ul>
<p><b>Spring 1</b> Relationships</p>	<p><b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p><b>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</b></p>	<ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	<p><b>3. Communication in Relationships (3 Lessons)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 7:</b> Personal Values and Assertiveness – Identifying personal values and learning assertive communication.</li> <li>• <b>Lesson 8:</b> Communication in Sexual Health – Discussing how to communicate about contraception and sexual health assertively.</li> <li>• <b>Lesson 9:</b> Relationship Challenges and Abuse – Recognizing signs of unhealthy relationships and learning about support mechanisms.</li> </ul>
<p><b>Spring 2</b> Health and wellbeing</p>	<p><b>Independence</b> Responsible health choices, and safety in independent contexts</p> <p><b>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</b></p>	<ul style="list-style-type: none"> <li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>• emergency first aid skills</li> <li>• how to assess emergency and non-emergency situations and contact appropriate services</li> </ul>	<p><b>4. Independence (3 Lessons)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 10:</b> Responsible Health Choices – Making informed decisions about health and safety.</li> <li>• <b>Lesson 11:</b> Safety in Independent Contexts – Living independently, personal safety tips for everyday situations.</li> </ul>

		<ul style="list-style-type: none"> <li>• about the links between lifestyle and some cancers</li> <li>• about the importance of screening and how to perform self-examination</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul>	<p>Lesson 12: <b>Financial Independence – Managing finances, understanding budgeting, and financial planning</b></p>
<p><b>Summer 1 Relationships</b></p>	<p><b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p><b>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</b></p>	<ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about 'honour based' violence and forced marriage and how to safely access support</li> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> </ul>	<p><b>5. Families (3 Lessons)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 13:</b> Different Families – Exploring the diversity of family structures and the dynamics within them.</li> <li>• <b>Lesson 14:</b> Parental Responsibilities and Pregnancy – Understanding the roles and responsibilities of parenting, the basics of pregnancy.</li> <li>• <b>Lesson 15:</b> Marriage and Forced Marriage – Discussing the concepts of marriage, the legal and emotional aspects, and addressing the issue of forced marriage.</li> </ul>



		<ul style="list-style-type: none"><li>• about fertility, including how it varies and changes</li><li>• about pregnancy, birth and miscarriage</li><li>• about unplanned pregnancy options, including abortion</li><li>• about adoption and fostering</li><li>• how to manage change, loss, grief and bereavement</li><li>• about 'honour based' violence and forced marriage and how to safely access support</li></ul>	
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CHARITABLE  
TRUST

<b>Date</b>	September 2025
<b>Change Made</b>	
<b>Made By</b>	